A COMPARATIVE STUDY OF VOCATIONAL GUIDANCE SERVICES IN THE VARIOUS SECONDARY SCHOOLS

A Synopsis submitted to the Shri.Jagdishprasad Jhabarmal Tibrewala University, Rajashthan

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PREAMBLE

According to Dr.S.Radhakrishnan,"Education is not merely a means of earning a living, nor is it only a nursery of thought or a school for citizenship. It is initiation into the life of spirit, a training of human souls in the pursuit of truth and the practice of virtue". Education is the capacity of feel pleasure and pain at the right moment. It develops in the body and in the soul of the pupil all the beauty and all the perfection of which one is capable.

Education is a never-ending process of inner growth and development and its period stretches from cradle to grave. It is the process of humanizing humanity, making life progressive, cultured and civilized. It is a dynamic and continuous process, by which human beings develop thinking and reasoning, problem solving and creativity, intelligence, positive sentiments, life coping skills and attitudes.

According to Herbert Spencer education should prepare the individual for complete living. Life Skills and favorable Attitude towards Vocation will help a person to secure a complete living. Education equips man with all the skills required to confront the challenge presented to him by the environment. Teachers, school and society have to play an important role to equip a child to meet the challenges of today.

With the advancement of scientific knowledge and gradual development of materialistic outlook, it is believed that education should enable the individual to earn his living. Right attitude s and good vocational preference are to be developed in pupils for attaining a good future.

The illiterate of the 21st Century according to futurist Alvin Toffler will not be those who cannot read or write but those who cannot learn, unlearn and re-learn .The hiatus between education and employment has rarely been as wide and as disturbing as today . Every year our educational institutions release thousands of hopeful youngsters who despite their fancy diplomas and degrees are virtually unemployable. Few students pursue their education with a clear idea as to what they would eventually become. People even register at the employment exchange with scant idea about the sort of work they would like to be employed in .No wonder while jobs go abegging, the youth go begging for jobs. The emphasis on the intellectual development through teaching alone cannot help in the total development of the child. Some method needs to be evolved for helping students understand themselves and helping teachers to understand the students. The students need to know themselves so that they may seek experiences which harmonizes with their abilities, interests and values and may develop their potentialities. They also need to have self knowledge so that they form life goals and plans which are realistic. They should have goals which are neither too high nor to low and which may enable them to find satisfactory outlets for their talents.

The National Curriculum frame work 2005 accepts active learning as a strategy for inclusion as the best means of enabling each and every child to realize his fullest potential. It rightfully remarks "Every new generation inherits a store house of culture and knowledge in society by integrating into ones own web of activities; understanding and realizing its fruitfulness in creating afresh".

The educational and occupational scene is rapidly changing. Co-Curricular and Curricular offerings have tremendously expanded during the past few years. Occupations have increased manifold. No wonder, it has been extremely difficult for an educational generalist to prepare the youth for education, occupation and life in this rapidly changing world. The young adolescent finds himself in the grip of personal adjustment problems. Conflict with peers, teachers, feeling of insecurity, loneliness, low achievements, etc creates emotional tensions and anxieties. They need help and guidance to overcome their crisis situation.

In today's Labour Surplus Scenario, labour is abundant while job and opportunities are few. Our aim is to help our job seeking youth form realistic career notions in conformity with their capacities, aptitudes and social settings.

Vocational guidance is the process of helping a person to develop and accept an integrated picture of himself and to find out his role in the world of work. It has a special goal. It assists individuals to find satisfying, realistic and interesting roles in their environment. Vocational guidance services refers to services that assist individuals to make wise educational, training and , occupational choice and to manage their career. This involves activities such as:-

- To help students within schools to clarify career goals, understand world of work and develop career management skills.
- To provide for individual and group guidance. To assist students with decision making regarding initial courses of vocations, training and further education and job choices.
- To have an organized and systematic support of community members and to provide occupational and educational advise and information to students.

- To provide Print based / Computer based services to disseminate information about jobs, careers, vocational training, and help individual make a career decision well.

Organized vocational guidance services are important both to the education system and labour market as well as their interface. Within the education system, vocational education has an important role to play in laying the foundation of a life-long career development. These include knowledge, competencies regarding self – awareness, the world of work and making career decisions and transitions.

Vocational guidance helps individuals to acquire knowledge in the following areas:-

- Self awareness.
- Exploration of the world of work.
- Mature decision making.

View of National Knowledge Commission (NKC) :-

The NKC considers vocational educational training (VET) as an important element of the national education initiative. In order for VET and for India to enjoy the fruits of the demographic dividend, there is an urgent need to redefine the critical elements of imparting vocational education to make them flexible, comptemporary, relevant, inclusive and creative. It is of prime importance that links be established between the vocational educational streams, school education and higher education.

Vocation has an important place in the life of an individual. Vocational choice is a long process rather than a simple incident. Number of factors affect it like family, ability, personality, industrialization and public policy.

The crucial need then is to go forward and to ensure that a well defined vocational guidance programe is accessible to the students. One of the most important functions of education is to guide the child while he is still in school for a right vocational choice which would accord well with his abilities, aptitude, interest, personality, qualities and present circumstances. Since every vocation needs certain background, preparation and aptitude, only those having them can succeed. Hence we see a need for guidance. Many youngsters drift into their occupation, shift aimlessly from one wrong choice to another yet others struggle with their anxieties and indecision. Sadly some wear themselves out becoming frustrated and defeated by the strain – n – struggle for a place in an occupation they are not suited for.

In a democratic country like our's , it would be seen imperative to use the most efficient methods for finding and using leadership in planning each citizen's occupation in which he can render his best services.

The concept of vocational guidance and counseling refers to expert (Science Based) assistance and support with the aim to help the individual to :-

- Explore, analyze and develop the factors constituting their self concept (Interests , personal qualities, characteristics, skills etc.)
- Explore, evaluate, process and classify information into alternative education and vocational pathways with respect to both their needs and choice to labour market requirement.

- Interpret information about education and vocational career with information derived from self observation so that they develop decision making capabilities both with respect to their orientation in education and choice in occupation/(s) befitting their particular psycho-social makeup.
- Create and implement their own education and vocational plans. Ultimately the individual will be able to make the correct choice with respect to their future occupation/ Vocation and thus live a fulfilled and active life.

Since a guidance programme is concerned with meeting student needs, it can be structured only as a service to help the student in the identification of his abilities, aptitude, interests and attitudes. It also involves assisting him to understand, accept, utilize his traits and provide him with opportunities for learning about areas of occupational and educational endeavours and to help him in obtaining experiences which will enable him in making free and wise choices. It helps him in developing his potentials to the optimum so that he may become the individual he is capable of becoming and lastly to help him in becoming self directive.

Vocational guidance is the process of assisting the individual to choose an occupation, prepare, enter and progress in it. It is concerned with helping individuals make right decisions and choices involved in planning a future and building a career effecting satisfactory vocational adjustment. The main purpose of vocational guidance is to serve the individual and society, to prevent maladjustment and dissatisfaction so as to ensure efficient use of man power.

Guidance includes counseling as part of its services.

The functions mainly are :

1) **Adjustment**- It helps the student to make appropriate adjustment in an educational institution, work, home and community.

2) **Orientation**- It helps the student in career planning and long term personal goals.

3) **Development**- It helps the student to get rid of his problems, check maladjustments and contribute to his self development, self realization and natural development thus furthering the welfare of the society. It is therefore an important instrument of national development.

Vocational guidance at secondary level concerns with the development of proper vocational attitude. Mathewson said " It is concerned with helping student in planning broad education and vocational direction not necessarily constituting to final choice but selecting probable broad zone of direction of interest for future exploration and study".

In the words of Miller "The student is usually ready for exploration some what more vocational in tone, but he is not yet ready to choose and plan for special occupation".

Dissemination of occupational information to pupils at this stage should be considered enough as part of vocational guidance. Just orientation to the world of work should be considered sufficient. Collecting and dissemination of information about pupils abilities, aptitude, interest, personal characteristic are important .The psychological tests and observations records knowledge about pupils should be gathered and discussed to them. Each student should be helped in developing a picture of his personality profile. He should be helped to crystallize his self concept.

Services of Vocational Guidance : G.E Myers said " A comprehensive guidance programme in secondary school is concerned with 8 different services ". They are as follows:-

1) Vocational Information Service.
2) Self Inventory Service.
3) Personal Data Collection.
4) Counseling Service.
5) Vocational Preparation Service.
6) Placement Service.
7) Follow up Service
8) Research service

1. **Vocational Information Service**:- The first step that a school should take is the supply of information concerning occupation to children according to aptitude, temperament etc. This involves :-

a) Career Conference.

b) Talks by Visitors/ Specialists.

c) A.V Aids / Information technology/ Films/ Radio/TV.

d) General visits to places of work.

e) Vocational and Recreational group activity.

2. **Self Inventory Service**:- This function is to assist the child in knowing his assets and liabilities without which he cannot make wise decisions. It includes :-

a) Exploratory or Try- out Experience/ Test-

This is through:-

1) Exploratory through Part Time employment/Tests.

2) Exploratory through School Subject/s.

3) Self Rating .

b) Self Analysis- The student should be given enough opportunities to discover himself.

3) **Personal Data Collection**:- Six kinds of data concerning each student are needed for use in vocational guidance programme. They comprise of:-

1) General Data.

2) Physical Data.

3) Pyschological Data.

4) Social Environment Data.

5) Achievement Data.

6) Data Concerning individual and his vocational plans.

4) **Counseling Service** :- Vocational Counselor assists the student and marshal's pertinent facts and evaluates them in relationship with his vocational plan.

5) **Vocational Preparation Service** :- It is the service that is rendered to an individual to assist him in receiving training before entering into a regular full time employment. Arrangement for vocational preparation should make provision for-

a) Preparation before employment begins.

b) Preparation in connection with employment.

c) Preparation for change in employment.

6) **Placement Service** :- Students entering occupational life advantageously and getting a good start is quite and as important as choosing and preparing for a suitable occupation.

7) **Follow-up Service** :- School authorities should keep in touch with the students whilst they are in school and even when they launch into their choice career.

8) **Research service** :- Its chief aim is to bring about improvement in other services and of the programme as a whole.

The guidance programme in a school can work efficiently if all these service are organized in an efficient manner. They facilitate good teaching and efficient learning to the students and explore necessary supplements to academic achievements which is the primary responsibility of the educational institution. It will also help in decreasing wastage, improve student performance, lower class absenteeism, create favourable faculty, eliminate student indiscipline and unrest. On the whole create a congenial atmosphere in the institution.

Responsibility of the School

Firstly, the students are of adolescent age. It is the age when student begin to think seriously about their future career.

Secondly, the school is the best source of information about the students. The school also maintains various records of the students.

Thirdly, the public has faith and confidence in the school as it renders an objective to fair minded service to the cause of vocational guidance.

Fourthly, Vocational Guidance as part of education. Vocational guidance is an integral part of education. Vocational guidance is based on educational guidance and this is to start at school education level itself.

It is for the school to maintain a close link with other organizations in order to get work experience, cultivate work ethics and also to cultivate information for various trends in employment. All this indicate that the school education is the first and foremost important step towards the goal of vocational education.

Every young person at the threshold of life has to find an answer to an important question "What shall I do in Life ?". It is upon this satisfactory answer to this question that the success and future happiness of the young person depends.

The selection of a wrong vocation leads to unhappiness, discontent and ultimate failure. The occupation that a person follows is not merely a means of earning a livelihood, but also a way of life. Through occupation the individual tries to realize his needs for self enhancement and self realization.

In order to answer the question " What shall I do in life ?" The young person has to consider answering himself with another question "What am I best suited for?". Many go through life without making success of it because they do not adopt the vocation they are best suited for. A person with an occupation in which he is a misfit goes through life devoid of physical vitality or intellectual vivacity needed for a fuller life.

O.S Merdan say's "One's natural inclination developed by encouragement and education and controlled by conscience and reason is the sure guide to an employment most likely to be rewarded with success. Urgency for education supplemented with vocational guidance cannot remain unconcerned with an important aspect of the child's life without loss to individual's happiness and social good.

A good guidance programme is child – centric which is the main goal of National Policy of Education and it is one of the essential pre-requisites of a good school. If it is to make its impact felt on the growth and development of the child and improve the quality and quantity of the programme it must be an organized service of the school. So long as it remains incidental activity and is left to good sense of every teacher much of its significance as an educative process is lost . It should therefore be recognized as an integrated and unifying force by everyone concerned.

NEED OF THE STUDY

As far as India is concerned, the technique of guidance – informal and incidental can be dated back to ancient times. " Guru – Shishya" the word 'guru' means the one who guide and "Shishya" means the student i.e. teacher – taught relationship worked well even before the times of Socrates. But in this 21st Century times have changed and we have to change positively with changing times. Professional guidance is considered as an agent of change.

My tenure as Junior College Lecturer for more than 19 years followed by my present job as Principal of the Secondary school and Junior College (now 5 years) brought me face to face with the student community. The Secondary School student is a typical adolescent. Stanley Hall said 'Adolescence is a period of great stress and strain, storms and strife". This period is most critical

period in a students life with which the teacher has to deal with. It is a period of day dreaming, intense affections and stirring of the heart. Incidents occurring in this period is of great importance and it is very essential that we are fully acquainted with the problems of this stage of growth. The tendency to seek guidance from peers, seniors, friends, pressure from family and society and the fast moving world puts the student in a quandary. The adolescent seems very raw with little or no access to any vocational guidance service whatsoever. The natural planning to the next academic years in no way prepare them to make the All important decision of their lives as to which stream they should opt for after std X exam ?

The Secondary student is characterized by a 'unique personality'. Each child has a new way of thinking, new associations, and certain attitudes towards school, teachers, and education. The Adolescent has strong likes and dislikes. At this stage of his life, his intelligence and abilities grows almost to maximum – The entire teaching learning process become complex and put new demands on him. The adolescent is at cross – roads. Results affirm the need to inculcate among students good study habits, academic motivation, involvement in studies and an ability to make right choices. Hence guidance intervention could be aimed at such issues and further exploratory research on these aspects would greatly enhance their understanding and implication. This being the school leaving stage the issues for exploration include;

1. What is the level of self and Career awareness of the student?
2. What kind of planning, goal setting, decision making, and problem solving skills do they have?
3. Are the career choices, preferences realistic in terms of their personal traits and occupational requirements?

There is an urgent need for introducing and strengthening the guidance services in the school to meet the varied needs of students, administration and educational system. For optimum individual, social, national development, vocational guidance service must be made a regular and continuous activity woven in the educational fabric.

STATEMENT OF THE PROBLEM

A COMPARATIVE STUDY OF VOCATIONAL GUIDANCE SERVICES IN THE VARIOUS SECONDARY SCHOOLS

DEFINITION OF THE TERMS

Conceptual Definitions

The Researcher has defined the main terms considered for the study.

Comparative 'A term used in which two or more cases or group are considered loosely to indicate conceptual meaning '

Vocational Guidance

"That phase of guidance both group and individual which provides information about and experience in occupation, job selection, placements and follow up."

(C. V. Good)

Services

"A system of services designed to assist the individual in developing understanding of himself and his environment and in realizing more satisfactory his potentialities"

(C. V. Good)

School Board

"The school district agency created by the state but generally popularity elected on which the status of the state or common wealth place the responsibility for conducting the local public education system."

(C. V. Good)

Operational definitions

Vocational Guidance

It is the process of assisting the individual to choose an occupation, prepare for it, and enter into it and progress in it. It is concerned with helping individual make decision and choices involved in planning a future and building a career effecting satisfactory vocational adjustment.

Services :- The guidance facilities with regards to vocational information services, self inventory services, personal data collection and counseling services of the school system made available to the various boards.

Various School Boards.

1 S.S.C - Secondary School Certificate Examination

2 ICSE - Indian Certificate of School education

3 CBSE – Central Board of Secondary Education

Ward - Greater Mumbai Suburban area

T – WARD- Mulund (East and West), Nahur - Mumbai

OBJECTIVES OF THE STUDY

1. To study the existing system of vocational guidance services in various secondary schools
2. To study the dissemination of information concerning various occupations.
3. To study availability of self inventory tests.
4. To study the availability of counseling services.
5. To compare the existing systems of vocational guidance services in the various secondary schools.

HYPOTHESIS OF THE STUDY

The following null hypothesis will be tested for the present study.

STUDENTS :-

1) There is no significant difference in secondary school students' perception regarding existing system of Vocational guidance facilities between SSC and ICSE secondary schools.
2) There is no significant difference in secondary school students' perception regarding the dissemination of information concerning various occupations in SSC and ICSE secondary schools
3) There is no significant difference in secondary school students' perception regarding the availability of self inventory tests in SSC and ICSE Secondary Schools
4) There is no significant difference in secondary school students' perception regarding the availability of counseling services in SSC and ICSE Secondary Schools.
5) There is no significant difference in Vocational Guidance Services among Secondary Students of SSC and ICSE Secondary Schools
6) There is no significant difference in secondary school students' perception regarding existing system of Vocational guidance facilities between SSC and CBSE secondary schools.
7) There is no significant difference in secondary school students' perception regarding the dissemination of information concerning various occupations in SSC and CBSE secondary schools
8) There is no significant difference in secondary school students' perception regarding the availability of Self Inventory tests in SSC and CBSE Secondary Schools.

9) There is no significant difference in secondary school students' perception regarding the availability of Counselling services in SSC and CBSE secondary schools.

10) There is no significant difference in secondary school students' perception regarding Vocational Guidance Services in SSC and CBSE secondary schools

11) There is no significant difference in secondary school students' perception regarding existing system of Vocational guidance facilities between ICSE and CBSE secondary schools.

12) There is no significant difference in secondary school students' perception regarding the dissemination of information concerning various occupations in ICSE and CBSE secondary schools.

13) There is no significant difference in secondary school students' perception regarding the availability of self inventory tests in ICSE and CBSE Secondary Schools

14) There is no significant difference in secondary school students' perception regarding the availability of counseling services in ICSE and CBSE Secondary Schools

15) There is no significant difference in secondary school students' perception regarding Vocational Guidance Services among Secondary Students of ICSE and CBSE Secondary Schools.

TEACHERS :-

1) There is no significant difference in secondary school teachers' perception regarding existing system of Vocational guidance facilities between SSC and ICSE secondary schools.
2) There is no significant difference in secondary school teachers' perception regarding the dissemination of information concerning various occupations in SSC and ICSE secondary schools
3) There is no significant difference in secondary school teachers' perception regarding the availability of self inventory tests in SSC and ICSE Secondary Schools
4) There is no significant difference in secondary school teachers' perception regarding the availability of counseling services in SSC and ICSE Secondary Schools.
5) There is no significant difference in Vocational Guidance Services among Secondary Teachers of SSC and ICSE Secondary Schools
6) There is no significant difference in secondary school teachers' perception regarding existing system of Vocational guidance facilities between SSC and CBSE secondary schools.
7) There is no significant difference in secondary school teachers' perception regarding the dissemination of information concerning various occupations in SSC and CBSE secondary schools
8) There is no significant difference in secondary school teachers' perception regarding the availability of Self Inventory tests in SSC and CBSE Secondary Schools
9) There is no significant difference in secondary school teachers' perception regarding the availability of Counselling services in SSC and CBSE secondary schools

10) There is no significant difference in secondary school teachers' perception regarding Vocational Guidance Services in SSC and CBSE secondary schools
11) There is no significant difference in secondary school teachers' perception regarding existing system of Vocational guidance facilities between ICSE and CBSE secondary schools.
12) There is no significant difference in secondary school teachers' perception regarding the dissemination of information concerning various occupations in ICSE and CBSE secondary schools.
13) There is no significant difference in secondary school teachers' perception regarding the availability of self inventory tests in ICSE and CBSE Secondary Schools
14) There is no significant difference in secondary school teachers' perception regarding the availability of counseling services in ICSE and CBSE Secondary Schools
15) There is no significant difference in secondary school teachers' perception regarding Vocational Guidance Services among Secondary Teachers of ICSE and CBSE Secondary Schools.

METHODOLOGY OF THE STUDY

Research methods can be broadly classified as follows:

Historical Method: This provides a method of investigation to discover, describe and interpret what existed in the past

Descriptive Method: This provides a method of investigation to study, describe and interpret what exists at present. It is variously termed as descriptive survey, status, normative or trained study and concerns itself with the present phenomenon in terms of conditions, relationships, practices, beliefs, attitudes, processes, effects and trends.

The choice of a basic framework for a study is made in the light of the problem that is specified.

Whenever the researcher sets out to study a situation as it currently exists, the frame work of the study is 'descriptive'. Descriptive research, in addition to describing, interprets present conditions. Included with the study of conditions is study of relationships, present practices, attitudes and trends that seem to be developing. Conclusions for descriptive studies are based on results of data analysis which interpret by comparisons, contrast and causal-effect relationship.

Since the present study is one related to describing conditions as they exist, the descriptive approach has been selected.

THE SETTING OF THE STUDY

The study is conducted in the metropolitan city of MUMBAI, which is representative of any large metropolis in the country. The educational institution included are ICSE, CBSE and SSC AIDED AND UNAIDED SCHOOLS.

POPULATION OF THE STUDY

For the present study the metropolitan city of Mumbai which the representative of any large metropolis in the country is selected. The educational institutions included are ICSE, CBSE and SSC AIDED AND UNAIDED SCHOOLS.

Defining the population: For the present study, the population of the study are Asst.Officer of Vocational Guidance and Counselling. IVGS, Mumbai, Principals ,Teachers and Students of ICSE, CBSE and SSC SCHOOLS.

SAMPLE OF THE STUDY

"Sampling is the process by which a relatively small number of individuals or measures of individuals, objects or events is selected and analyzed in order to find out something about the entire population from which it is selected".

Sampling is not an ad hoc process and involves the following steps:

Selecting a representative sample: For the present study, the researcher has used the random sampling from ICSE, CBSE and SSC AIDED AND UNAIDED SCHOOL.

For the present study, the researcher listed down the Assistant Officer for Vocational Guidance and Counselling, 18 Principals ,120 Teachers and 600 Students from 6 Schools each of ICSE, CBSE and 3 Schools each from SSC AIDED AND UNAIDED SCHOOLS.

TABLE NO.3.1 Table showing the size of sample of Schools, Principals, Teachers and Students

Sr. No	Types of Schools	Number of Schools	Number of Teachers	Number of Principals	Number of Students
1	CBSE - Private	6	40	6	200
2	ICSE – Private	6	40	6	200
3	(i)SSC Govt – Aided (ii)Govt.Unaided	3 3	20 20	3 3	100 100
	TOTAL	**18**	**120**	**18**	**600**

Tools used for Data Collection

The choice of the tool depends upon the nature and purpose of the research.

As far as this research study is concerned, its purpose is a comparative study of vocational guidance services in the various secondary schools.

As far as the present research is concerned, the kind of data required to be collected is from

(a) Assistant officer for Vocational Guidance and Counselling IVGS, Mumbai

(b) Principals of ICSE, CBSE and SSC SCHOOLS.

(c) Teachers of ICSE, CBSE and SSC SCHOOLS.

(d) Students of ICSE, CBSE and SSC SCHOOLS.

Considering the nature of the current research study it is obvious that the use of questionnaire and interview schedule is the most appropriate data gathering device.

The Construction of the Tools

A researcher requires many data gathering tools or techniques, varying in complexity, design, administration and interpretation. The present study deals with the comparative study of vocational guidance services in secondary schools of T Ward Mumbai. Since the variety of readymade tools available did not suit the requirements of the study, the researcher has constructed the following tools for the present study with the guidance and supervision of the guide.

1. Questionnaire for Students and Teachers.
2. Interview Schedule for the Principals.
3. Interview schedule for Assistant Officer of Vocational Guidance and Counselling, Mumbai.
4. Document analysis

1. Questionnaire for students and teachers

The researcher has constructed the questionnaire based on the objectives and research questions of the study under the guidance and supervision of the guide. The questionnaire is aimed at gathering information from the teacher and students about the existing system of vocational guidance services in the various secondary schools.

The tool consists of close ended questions to teachers and students. This questionnaire was prepared to collect the data from the teachers and students on the various aspects of vocational guidance services. The researcher has prepared the questionnaire of 20 items each for teachers and students of ICSE ,CBSE AND SSC AIDED AND UNAIDED BOARDS.

2. Interview Schedule for the School Principals and Assistant Officer of Vocational Guidance and Counseling:

The interview method of data collection has a great deal in common with the questionnaire method. Data was collected from Assistant Officer of Vocational Guidance and Counselling and School Principals through interviews. For this purpose interview schedule was prepared. The interview could be of the structured, semi-structured or un-structured typed. As far as the present study is concerned, the semi-structured type of interview schedule has been used. Here the interviewer had a clear list of questions to be answered, but there was flexibility and freedom for the interviewee to develop ideas and speak freely. The interview schedule contained open ended questions.

3. Document Analysis

The researcher has gone through various documents related to vocational guidance services in the various secondary school boards.

Before the construction of the tool, the researcher extensively reviewed related literature and special attention was paid to the different data gathering devices and tools used in various studies.

Validity of Tools Developed By the Researcher

Face Validity:

Face validity refers to the relevance of the items, to what is being measured. The face validity of the items was established by the researcher by considering the following questions: To what extent did the items measured, what they were expected to measure? Were there adequate items to measure those particular aspects? During the process of face validity, some of the items were dropped and some were modified.

Content Validity:

A tool is said to be valid if it measures what it intends to measure. To ascertain the content validity of the composite tool the variables were operationalised. The opinion of nine experts in the field of education and vocational guidance was obtained on the relevance of each item in the questionnaire and interview schedule. The items which were agreed upon by the experts were

retained and others were either modified or discarded, as per the suggestions of the experts. The questionnaire containing **30 items** were given to the 9 experts for its content, criterion, concurrent and construct validity. Changes suggested by the experts were incorporated; few items were modified and **20 items** were selected.

(The list of experts is given in Appendix A)

Dry Run of the Tools for the Study:

The dry run is the preliminary try out of the draft forms of the tools. The purpose of the dry run was to identify the defective items and to discern whether the teachers could follow the direction to answer the tool. The sample of 10 teachers and 20 students was taken for the dry run.

Pre-pilot Testing of Researcher-made Tools:

The purpose of the pre- pilot test was to identify weak or defective items and to determine the discriminative index for individual items of the scales.

Pre – Pilot study was carried out with the help of 20 teachers and 40 students. The researcher has conducted a pre- pilot study employing the 'discriminatory index' method. The all items of rating scale with the discriminating index of 0.20 or more were regarded as satisfactory and were retained and two items having discriminating index less than 0.18 were deleted.

Pilot Testing Of the Tool For Reliability

A test is said to be reliable if it gives consistent results every time it is administered. Reliable tests are characterized by stability and trustworthiness, that is, they yield comparable scores upon repeated administration. For the present study, split half technique, has been used.

The reliability of the test is reported in terms of reliability coefficient; it is the coefficient of the correlation between the test and the retest scores. It is calculated by using the following formula:

$$R = \frac{N\sum XY - \sum X \sum Y}{\sqrt{\left[N\sum X^2 - \left(\sum X\right)^2\right]\left[N\sum Y^2 - \left(\sum Y\right)^2\right]}}$$

Where N = sample size

X = score of the first administration

Y = score of the second administration

The tool consisting of 30 items was split into two, by dividing the items on the basis of odd and even chronological numbers of the items. The two tools prepared as such, were administered to two sets of teachers and students consisting of 20 numbers in each group. The reliability coefficient for the questionnaire (students and teachers) was computed with the help of Pearson's reliability coefficient method. The computed reliability coefficient is 0.78 for students and 0.82 for Teachers. This shows that the tool was reliable.

Table 3.2: Reliability coefficient of the tool

Tool	Reliability coefficient 'r'
Questionnaire (students)	**0.78**
Questionnaire (Teachers)	**0.82**

Scoring pattern

The questionnaire was prepared by the researcher for teacher and students of ICSE,CBSE AND SSC SCHOOLS with regard to the study of vocational guidance services in the various secondary schools. The respondents were given the appropriate instructions before each item. The respondents were expected to answer in yes or no to certain questions and check an item from the list of suggested responses in case of others.

The questionnaire consisted of total 20 items each for teacher and students the scoring pattern is done through tally marking.

Final Administration of Tools

The questionnaire was prepared by the researcher for teachers and students of ICSE,CBSE AND SSC SCHOOLS with regards to the study of vocational guidance services in the various secondary schools. The respondents were given the appropriate instructions before each item. The respondents were expected to answer in yes or no, to certain questions and check an item from the list of suggested responses in case of others. Each question was assigned a score that could be scored by scoring key. The maximum score obtained was 106 and the minimum score obtained was 54

Procedure Employed For Collection of Data

For the purpose of the present study, data was collected from the teachers and students of government aided, government unaided, private schools of ICSE, CBSE AND SSC SCHOOL BOARDS, The respondents were given a week's time to answer the questionnaire . Some responded promptly while some took quite some time to do so.

In addition data was also collected by means of interviews. Notes taken during interviews based on the statements and comments made by the interviewee were identified by the researcher as being significant or important. To begin with, the researcher made telephonic contact with the principals' of different schools. It was difficult to even obtain a preliminary meeting with the respective heads to explain the purpose of the study.

Once the researcher could meet the heads of institutions on the basis of pre fixed meeting, the researcher could show the letter of authority given by the Guide. The researcher explained the purpose of the research, the topic under study and the benefits that would occur to the policy makers from the findings of the study.

While in some cases the responses from the principals were very encouraging, in quite a few cases the response was disheartening as the principals viewed the purpose of the study suspiciously. Getting to meet the Principals was quite difficult in most cases. Even where Principals could be met and interviewed, the response from some of them was candid as they expected hardly any fruitful result from the study.

However with utmost zeal and consistent persuasion the researcher was able to interview the Asst. Officer of Vocational Guidance and Counselling, IVGS, Mumbai and a sizeable number of Principals .

The interview was conducted by the researcher in formal and informal settings, according to the convenience of the respective members. By and large most of the principals and teachers were co operative and enthusiastic in putting forth their suggestions on the condition of anonymity.

The response to the questionnaire and interview was encouraging.

Statistical Techniques Used for Analysis and Interpretation

The collected data was processed and analyzed with the main outline of the research design. For the present study the analysis is divided into descriptive analysis and inferential analysis.

Descriptive analysis

Descriptive analysis limits generalizations, to the particular group of individuals observed. No conclusions are extended beyond the group and any similarity to those outside the group cannot be assumed.

Several basic types of statistical measures are appropriate in describing and analyzing data in a meaningful way.

The following statistical measures were computed:

1. Measures of Central tendency
2. Graphical representation of data
3. Measures of variability

Measures of Central tendency: It includes explaining of the data in terms of Mean, Median, Mode, Skewness, Kurtosis.

Graphical representation of data: Graphical representation of facts and figures, graphs, charts and diagrams add element of clarity to the work, as it enables visualization of the facts and figures represented therein.

The following are the measures of variability commonly computed:

Range

Standard Deviation

Variance

Inferential analysis

The primary purpose of research is to make generalizations and predictions about the population based on observation made about a certain feature in the sample.

Inferential statistics is that field of modern statistics which focuses on the ability to draw conclusions technically, known as statistical inferences, based upon the knowledge of the form of distribution of sample statistics.

Inferential statistics make use of:

Parametric tests, which are based on certain stringent assumptions

Non parametric tests, which are also called 'distribution free' tests, as they do not make many stringent assumptions.

In the present study, parametric tests have been used in order to make comparisons between the observations of students and teachers of various secondary schools.

The't' test; A Parametric test, the basic purpose of which is to compare two sample means and the significance of the difference. In the present study, the 't' test has been used to make comparison of the different vocational guidance services in the various secondary schools.

SCOPE AND LIMITATIONS OF THE STUDY

- The study will be conducted in Secondary schools of T Ward of Mumbai only.
- The study will involve English medium schools only.
- The study will involve participants of 6 Secondary Schools each of SSC, ICSE and CBSE Boards.
- The study will not include any other board.
- The study involves only students, teachers and principals of secondary schools.
- The study is limited to only 10^{th} STD students of the various secondary schools.

USEFULNESS OF THE STUDY

Vocational guidance has a challenging role to play in every developing economy. The word of work is in a state of continuous change. There is a disappearance of some careers and emergence of new and alternative careers. Life has become more complex. Innumerable problems exist within the social context and one's occupation has become increasingly prestigious.

Vocational guidance is assuming responsibility in every direction - selection of educational courses, profitable occupations, jobs, placement, next stage of education, training, improvement of study skills, personal adjustment, even identifying gifted and backward students and helping them to achieve the maximum. It is imperative to match the changing values of an individual with a new set of career possibilities, to assess the needs of the labour market and match them with the need of the individual.

The services are gaining importance in today's growing world of complexities, recent changes in social and public system, worldwide economic crisis, unemployment and other factors like social and geographical mobility of people, rapid urbanization and scientific and technological advancement have brought immense change in the lifestyle of people making it difficult to cope with life. A vocational guidance service is highly significant for:-

Students – Greater insight into various new occupations and careers and to build true self concept and larger measure of self appraisal in the job.

Teachers – It is easy to disseminate information.

Principals- Helps in preparing the student community to contribute better.

Society at large - For society and nation building vocational guidance aims at efficient use of man power and greater economy in the execution of work in industry, business and government offices.

The study will contribute to the knowledge fund. Career guidance will strengthen the guidance programme in school and direct the energies of the young in productive channels, arrest the downward trend of academic performance and in particular ease the emotional tensions and anxieties among the young to make the journey in life, as much as possible smooth and successful. A device is necessary in our educational institution to keep tracks of these changing facets in the occupational matrix and to educate the youth appropriately and adequately. Vocational guidance services are then the step forward and need of the hour.

TIME SCHEDULE

STAGE	WORK	DURATION IN MONTHS	STARTING DATE	COMPLETION DATE
1	Defining Research Problem	1	1st April 10	30th Apr 10
2	Review Of Literature	3	1st May 10	31st Jul 10
3	Formulate Hypothesis and Design Research (including Sample Design)	2	1st Aug 10	30th Sept 10
4	Pilot Study (Sample)	1	1st Oct 10	31st Oct 10
5	Collection of Data (Full)	9	1st Nov 10	31st Jul 11
6	Data Analysis (Simultaneous)	2	1st Aug 11	30th Sep 11
7	Testing of Hypothesis	3	1st Oct 11	30th Dec 11
8	Final Report Preparation Rough Print/Correct	2	1st Jan 12	29th Feb 12
9	Final Print & Binding	1	1st Mar 12	31st Mar 12